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ABSTRACT

Since 7 volumes make up the Southeastern Education Laboratory's SEL Pathway Series, SEL suggests that Volume 1, "Comprehensive Planning Guide," be used before any other volume in this series which is designed to assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The present document, "A Reading Program," is illustrative in nature and is intended to suggest ideas to local planners about the content and organization of a written Title III proposal. The reading program described in the document is presented according to the Title III format of the "Pace Manual" and therefore is programmed for the reader. The information is separated into 2 major divisions: (1) Case Commentary and (2) Illustrative Case. The illustrative case suggests the type of content necessary, and the case commentary serves to assist the planner in making the presentation of his plan qualitatively and quantitatively better. The illustrative case in this volume has as its general objectives the improvement of reading skills of elementary school children, the training of teachers to improve teaching of reading, and the provision of an exemplary plan for improving reading in a rural isolated setting. A list of language materials and a bibliography are appended. (LS)

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SEL PATHWAYS TO BETTER SCHOOLS
—a reading program

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NUMBER 4 IN SEL PATHWAY SERIES
SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

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SEL PATHWAY SERIES

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

April 1970

Southeastern Education Laboratory
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ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation *SEL Pathway Series*. Special thanks go to those original five school systems without which the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

Consultants who have offered many excellent suggestions regarding the content of the second generation *Pathway Series* programs include M. S. MacDonald, Rosemary Wilson, Jarvis Barnes, William Kirby, John Goode, Henry Gentry, John Adams, W. O. Best, Robert Egbert, Joe Johnston, Cliff Youngblood, Ruth Farmer, Bernard A. Kaplan, Will Atwood, Edward C. Martin, William White, Sidney Cooper, Gary Ashley, Estelle Howington, Bob Aaron, A. J. Comfort, Paul Halverson, Charles K. Frenzen, Jule Sugarman, and Billy Mellown. These persons represent a cross-section of opinion that is essential in creating materials of this kind. Consultants who assisted in preparing the

Comprehensive Planning Guide include Paul Orr, Doyne Smith, and Robert H. Hatch.

The staff members of SEL who were directly responsible for the development of the Pathway Series at various times during the past eighteen months include Robert E. Nelson, Edward G. Barnes, W. P. Sprayberry, Edward J. Storey, William F. Coulton, and former staff member, Walter D. Branch. All these persons deserve commendation for the fine work they have done on the Series.

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INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor districts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the Coleman Report[1] and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

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[1] James S. Coleman, and others, Equality of Educational Opportunity. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that the second generation Pathway Series should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The Comprehensive Planning Guide, Number 1 of the SEL Pathway Series, was created to serve this purpose. The Guide includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the Guide, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this Guide be used prior to using any other Pathways in order to determine precisely what programs are necessary in problem solving.

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

The six others in the Pathway Series are second generation programs which deal with particular problems identified in the Summary Report. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the PACE Manual so that the information contained in the Pathway Series is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency. Some portions also have been omitted for the sake of brevity and the names and places in the Illustrative Case have been changed to preserve anonymity.

It is hoped that the packaged SEL Pathways to Better Schools Series will be useful from the initial planning stage to the summative evaluation report. Although the present Series more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways are Suggestive Rather than Exemplary

A few words of caution need to be made about using the Pathway Series. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to suggest rather than to dictate how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will not have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to assist the planner in making the presentation of his own plan qualitatively and quantitatively better.

The information contained in the SEL Pathways to Better School Series is not intended to replace the use of state guidelines manuals or other materials required by state education departments, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to insure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the

SEL Pathway Series in the manner in which it was intended: to assist in alleviating educational disadvantagement in the Southeast and the nation.

Kenneth W. Tidwell

Kenneth W. Tidwell
Executive Director

April 1970

HOW TO USE THIS DOCUMENT

The *SEL Pathways to Better Schools: A Reading Program* is used to best advantage in conjunction with the state Title III guidelines manual and other resources *after a careful assessment* of needs, priorities, and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the *SEL Pathway Series*, the *Comprehensive Planning Guide*, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the *Pathway Series* can be employed. By reading the Illustrative Case (an actual proposal) on the righthand side of each page, the planner can see how a proposal was presented by one school system. By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to insure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the _Pathway Series_. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the _Pathway Series_.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways: ____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

Name____________________________
Title____________________________
Address____________________________

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways: ____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

Name____________________________
Title____________________________
Address____________________________

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on ____________(date).

☐ The proposal was funded and implementation will begin _________(date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

Name____________________________
Title____________________________
Address____________________________

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CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi, and South Carolina have made substantial changes in the format in the Statistical Data section of the project proposal. Florida's format is simplified and is very easy to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier PACE Manual. Georgia adopted the familiar PACE Manual Part I with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in the Statistical Data section and has color coded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in other sections (A, B, and C). In summary, it may be said that the Statistical Data section of each of the five states' guidelines requires essentially the same information, but different formats are used. Any proposal should refer to the applicable Title III guidelines.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

ILLUSTRATIVE CASE

See Part I, Statistical Data following.

CASE COMMENTARY

C. Ideal Statement

The Statistical Data section of the proposal should identify in statistical terms: (1) the target population, (2) the project staff, (3) cost categories by instructional areas, (4) certain ancillary services, and (5) the context for project endeavors.

D. Critique

The Statistical Data section (pp. 4-7) indicates that the project is county-wide in scope but reflects that only 118 Negro children and 15 teachers out of 12,866 children and 425 staff members participate directly in the project. The project title is not consistent with the numbers involved, particularly in view of the total enrollment. Section E (3 - D) indicates a $2,000.00 expenditure but not the number of persons to be served.

ILLUSTRATIVE CASE

ILLUSTRATIVE CASE

OE 4381 (11-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT
THIS SPACE FOR U.S.O.E. USE ONLY →					

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*
A ☒ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER ____________

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*
A ☐ INNOVATIVE
C ☐ ADAPTIVE
B ☒ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*
A ☐ PLANNING OF PROGRAM
C ☒ CONDUCTING PILOT ACTIVITIES
E ☐ CONSTRUCTING
B ☐ PLANNING OF CONSTRUCTION
D ☒ OPERATION OF PROGRAM
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*
A Reading Program for Salem County

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*
The purpose of this proposal is to improve student reading ability in Leon Elementary School, to train teachers to teach reading more efficiently, and to provide an exemplary plan for improving reading instruction.

ITEM NUMBER ____________

7. NAME OF APPLICANT *(Local Education Agency)*
Salem County Schools

8. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 1699
Russellville, Franklin 99999

9. NAME OF COUNTY
Salem County

10. CONGRESSIONAL DISTRICT
Sixth

11. NAME OF PROJECT DIRECTOR
James Peacock

12. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 972
Vernon, Franklin

PHONE NUMBER
999-9999
area code
999

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
J. B. Albright

14. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 1699
Russellville, Franklin 99999

PHONE NUMBER
888-888
AREA CODE
888

15. POSITION OR TITLE
Superintendent of Salem County Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED
1 March 19--

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	1	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
	B. TOTAL NUMBER OF LEA'S SERVED	1	$ 331.00
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	40,932	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		7/1/--	6/30/--	$ 50,197.00
B.	Application for First Continuation Grant		7/1/--	6/30/--	$ 42,000.00
C.	Application for Second Continuation Grant		7/1/--	6/30/--	$ 35,000.00
D.	Total Title III Funds				$127,197.00
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES
2 ☐ LEASING OF FACILITIES
3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES
5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ____________

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ____________

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $____________

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public			7,233	5,633	831			
		(2) Non-public								
B	Persons Served by Project	(1) Public			118					15
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public			3,500	2,500				425
		(2) Non-public								
		(3) Not Enrolled								

2.	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
			118			118

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	55%	36%			9%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6				2		2
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				1		1

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 4 (2.) TOTAL CALENDAR DAYS RETAINED 12

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL		1	.25			
E. ALL NON-PROFESSIONAL	1		1			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 3 (2.) TOTAL CALENDAR DAYS RETAINED 6

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages								
C	Language Arts (English Improvement)								
D	Remedial Reading			118					28,000
E	Mathematics								
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids			118					1,297
C	Demonstration/Learning Centers			118					8,000
D	Library Facilities								2,000
E	Material and/or Service Centers			118					10,000
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological								
5.	OTHER								

NARRATIVE

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

Neither Alabama nor Mississippi guidelines mention an abstract. Florida indicates inclusion of an abstract as the first section of Part II (Narrative) of a proposal but specifies no detail. Georgia includes an abstract in the same place and indicates that the abstract is to (1) be limited to one typewritten page, (2) depict the objectives of the proposed project, and (3) describe the activities and procedures that are to be utilized in achieving the stated objectives. South Carolina's requirements are identical to Georgia's.

B. Suggested References

1. Krathwohl, David R., How to Prepare a Research Proposal. Syracuse University, 1966. (Mimeographed.) (Copies are available for $1.00 from Syracuse University Place, Syracuse, New York, 13210.)
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
3. Applicable State Title III Guidelines.
4. Small Project Research, (preliminary draft). Washington: Bureau of Research, United States Office of Education, Department of Health, Education and Welfare,

ILLUSTRATIVE CASE

I. Abstract

This project is one of six designed specifically for rural isolated school systems. Seldom do these systems have either the personnel or the money to devote to procuring federal assistance. Ironically, it is often the rural isolated school system that needs help the most and yet is least able to qualify for it. This project is the result of certain efforts to provide that help. While written on the Title III format, the model does not exclude information needed to develop the project.

This project then is not a model in the strictest sense of a Title III proposal, though it contains the necessary elements. It is instead an endeavor to provide rural isolated school systems with both a point of departure for their own projects and a source of technical help in writing them.

A. General Objectives

1. To improve the reading skills of elementary school children.

2. To train elementary school teachers to do a more effective job of teaching reading.

3. To provide an exemplary plan for improving reading instruction in a rural isolated setting.

B. Specific Objectives

1. To reduce by 25 percent the number of students reading below grade placement in the fourth grade of Leon Elementary School.

2. To provide a facility and the training for teachers to observe, acquire, and practice the skills necessary for improving the

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1969, p. A-5. (Mimeographed.) (Copies are available from Regional Research Program, Office of Education, Department of Health, Education and Welfare, Washington, D.C., and from Regional Office IV, 50 7th Street, N.E., Atlanta, Georgia, 30323.)

C. Ideal Statement

An abstract should occupy a single page, identify the proposal, and concisely and simply summarize the contents. It should include:

1. clientele
2. location
3. duration
4. objectives
5. procedures.

D. Critique

This Abstract is verbose. The final two paragraphs could be condensed without loss of essential information.

The Abstract fails to describe the procedures to be used in meeting specific objectives. Some confusion apparently existed regarding the differences between objectives and procedures. More will be said about this in the section on Objectives.

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teaching of reading.

3. To develop an equipment and materials kit for reading.

To achieve the above objectives, a reading center will be installed in a building adjacent to Leon Elementary School in Vernon. The program requires the employment of a director, reading teachers, and teacher aids, with clerical assistance as needed.

This program requires the establishment of a training center. Teachers from elementary schools in Salem County will use the center to increase their proficiency as teachers of reading. The center will also serve as a model for improving reading instruction in a rural isolated setting, as well as an instructional materials center for the reading teachers.

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II. Communtiy

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of that area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
2. Applicable State Guidelines.
3. Hawkridge, G., P. C. Campeau, and P. K. Trickett. Preparing Evaluation Reports of Educational Programs: A Guide for Authors. Palo Alto: American Institute for Research in the Behavioral Sciences, 1969, pp. 6-11.

C. Ideal Statement

Beyond minimal requirements, this section should contain a brief description of the community including (1) school population trends and distribution, and (2) a socioeconomic profile of the area served by the project. In short, this section should provide a description of the context within which the project will operate.

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II. Community

A. Population of the Area

According to the 1960 census, the population of Salem County was 40,932. This constitutes approximately 1.72 percent of the state's population. Some of the characteristics of the population follow:

1. The county is predominantly rural with 54.9 percent of the population classified as rural farm and 35.6 percent as rural nonfarm. For the state 14.7 percent of the population is classified as rural farm and 44.1 percent as rural nonfarm.

2. The Negro population in the county numbers 68 percent of the total, while Negroes compose 32 percent of the total state population.

3. Approximately 72 percent of the public school enrollment in the county is Negro, while 41 percent of the state's public school enrollment is Negro.

B. Supporting Materials

1. A State map* showing the location of the area to be served by this project is attached.

2. J. B. Albright is Superintendent of Salem County Public Schools. The system includes 22 schools in five attendance areas. Of the schools serving Salem County, eight are secondary schools (H), nine are elementary (E), and five are union schools (C). A

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*The map has been deleted to preserve the anonymity of the school system in this Illustrative Case.

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D. Critique

This section contains a good description of the physical features of the school system as well as its location relative to the rest of the state. It lacks, however, information on the major occupations in the area and on the distribution of children throughout the county's attendance areas. It would likewise be helpful to have at hand, other than by implication, the school enrollment in each of the six attendance areas. The availability or absence of medical, transportation, and recreation services would likewise be illustrative of the community's character.

Certain kinds of information may be applicable to the section on Need as well as to that on Community. Information should be placed where it is most illustrative.

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private elementary school closed last year after operating for one school year.

a. Attendance areas are

#1 - Vernon (2H, 3E, 1C)
Superintendent, Arthur Jamisson

#2 - Fisher (2H, 2E)
Superintendent, E. B. Ector

#3 - Salem (1H, 1E, 1C)
Superintendent, G. C. Sligh

#4 - Carter (1H, 1E, 1C)
Superintendent, L. C. Calhoun

#5 - Sommers (1H, 1E, 1C)
Superintendent, John Chester

#6 - Apache (1H, 1E, 1C)
Superintendent, E. B. Ector.

b. A list of schools within each area and the number of teachers assigned to each school follows:

Area	School	Grades	# Teachers
#1	Vernon(H)	8-12	30
	Linton(H)	8-12	35
	Vernon(E)	1-7	32
	Leon(E)	1-7	32
	Omega(E)	1-7	17
	Moyers(C)	1-12	16(H) 17(E)
#2	Fisher(H)	8-12	17
	Sharpsburg(H)	7-12	16
	Fisher(E)	1-6	20
	Sharpsburg(E)	1-6	21
#3	Barker(H)	7-12	18
	Barker(E)	1-6	16
	Salem(C)	1-12	15(H) 11(E)

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Area	School	Grades	# Teachers
#4	Earlsboro (H)	7-12	18
	Earlsboro (E)	1-6	10
	Carter(C)	1-12	10(H) 6(E)
#5	Salem Training(H)	7-12	25
	Salem Training(E)	1-6	18
	Sommers(C)	1-12	10(H) 6(E)
#6	Norman(H)	7-12	20
	Norman(E)	1-6	18
	Apache(C)	1-12	9(H) 6(E)

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III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of needs, an explanation of need priority, and evidence that the community is aware of the needs. Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically the same as those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Southeastern Education Laboratory. Comprehensive Planning Guide. No. 1 of SEL Pathways to Better Schools Series. Atlanta: The Laboratory, 1970.

3. "How Much Are Students Learning?" A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

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III. Statement of Need

A. Educational Facilities

1. Higher education -- Within Salem County there are no institutions of higher education. As part of Franklin's Region II, Salem County has remote accessibility to the following institutions:

a. Edison College, Martin, Franklin (approximately 65 miles from Salem), is a private women's college, admitting male day students. It has an enrollment of 330, is accredited by the Regional Association of Colleges and Schools, and is very strong in the area of teacher training.

b. Watts College, Knox, Franklin (approximately 35 miles from Salem County), is a coeducational church college which emphasizes teacher education. It is predominantly Negro, has an enrollment of 568, and is non-accredited.

c. The University of Franklin at Valencia, Franklin (approximately 40 miles from Salem County), has an enrollment of 450. It offers the first two years of a general arts and science curriculum and terminal two-year programs for business education and nurses' training.

d. Eastern Franklin College at Marconi, Franklin (approximately 62 miles from Salem County), offers the first two years of a general arts and science curriculum and terminal two-year programs for business education and nurses' training. The college enrolls 300 students.

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4. "Prospective Changes in Society by 1980," No. 1 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: Southern Association of Colleges and Schools, Commission on Elementary Schools, 1969.

6. Evaluative Criteria, 4th ed. Washington: National Study of Secondary School Evaluation, 1969.

7. Hawkridge, D. G., P. L. Campeau, and P. K. Trickett. Preparing Evaluation Reports of Educational Programs: A Guide for Authors. Palo Alto, Calif.: American Institute for Research in the Behavioral Sciences, October 1969, pp. 6-14.

8. Applicable State Title III Guidelines.

C. Ideal Statement

A statement of needs provides the basis for all strategies, procedures, and outcomes and should include:

1. Documentation of a needs assessment program
2. An array of needs and resources
3. A comparison of needs and resources
4. Assignment of priorities to needs.

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2. Technical Education Centers -- Salem County has no technical school. There are four technical education centers within commuting distance.

a. Olds-Russellville Technical Center is located on Highway 99, Olds, Franklin (approximately 45 miles from Salem County). It enrolls 1,200 post-secondary students. The purpose of the center is to furnish highly skilled employees for the industrial community.

b. Jackson-Martin-Engels Education Center at Marconi, Franklin (approximately 62 miles from Salem County), enrolls 500 post-secondary students for the purpose of furnishing highly skilled employees for the industrial community.

c. Knox Technical Education Center at Knox, Franklin (approximately 35 miles from Salem County) enrolls 750 post-secondary students for the purpose of training highly skilled employees for the industrial community.

d. Franklin College of Commerce, Olds, Franklin (approximately 40 miles from Salem County) offers a two-year business and secretarial course for approximately 125 students.

3. Public Education

a. Secondary Schools -- There are 13 public secondary schools within Salem County.

b. Elementary Schools -- There are nine public elementary schools. One private elementary school operated one school year but closed prior to the opening of the current school year.

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D. Critique

The need for increased reading proficiency is quite well documented in this Illustrative Case by the test scores depicted in Tables 1 and 2, by the staff discussions, and by the Region VI Title III Advisory Board. A school system should examine its needs systematically and comprehensively if disproportionate emphasis on federally-funded programs is to be avoided. A comprehensive needs assessment not only would have exposed reading and preschool training but would have generated a priority list of needs rather than two valid but isolated ones. In addition, a comprehensive approach would have compared the needs identified with the available resources and then arrived at a feasible priority list.

Tables 1 and 2 fail to mention the large group of children who read below grade level but not a full grade below. Inclusion of such information would have given a more complete picture of reading deficiency, especially in Sharpsburg School where such students apparently constitute 66 percent of the third grade.

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c. Preschool program -- Although three church-supported preschool programs have operated in the county, none now exist. In September, 19--, Salem County will operate a public preschool program under a project funded by Title I.

d. Adult education programs -- Basic adult education (Grades 1-8) is offered in the evening at selected public schools.

B. Determination and Priority of Need

According to the state superintendent's Annual Report, an unusually low level of educational attainment exists in Salem County. That source states that the median grade completed for the rural population in the same age group is 7.0. For the Negroes of Salem County who are classified as rural and over 25 years of age, the figure drops to 5.5. Thus, it may be seen that a need exists for more education of all kinds among the adult population.

Results of the most recent testing program were examined in an effort to discover the specific educational needs. While deficiencies were apparent in nearly all academic areas, the most notable weakness appeared to be in reading. Based on prior school year data for students in the third grade of four randomly chosen schools in Salem County, Table 1 (page 21) shows percentages of students reading below grade placement, at grade placement, and above grade placement.

Table 2 (page 21) depicts the same information for students

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in Grades 5 and 7. It should be noted that the number of children reading two grades below placement greatly increased from the third to the fifth grade, and from the fifth to the seventh grade. The differences suggest that (1) reading ability does not increase as students advance from grade to grade; (2) reading ability does, in fact, decrease relative to grade placement when specific remedial measures are not applied.

Discussion with teachers and principals in Salem County served to corroborate reading skills as one of the more pressing needs. Preschool training was the only need mentioned more frequently than reading. The third item most frequently mentioned was in-service training.

Reading was assigned first priority because a Title I kindergarten program was already funded and lacked only full staffing to get underway.

C. Rationale for Program

The priority needs for elementary grades in Salem County are (1) preschool and (2) reading. Since a cooperative project under Titles I and III of ESEA has been proposed by Salem County and the Argon Supplementary Education Center to meet the first priority need, this project proposes to meet the second priority need which is reading.

This program also meets a priority need of the entire region. As determined by the Region II Advisory Board, the region-wide needs include: (1) psychological services for the handicapped, (2) improved reading programs, and (3) teaching of language arts.

The Advisory Board for the Argon Supplementary Education Center has listed the following priority needs: (1) a preschool program for Salem County, (2) a reading laboratory for Salem County, (3) an oceanography project in Jackson County, (4) a summer enrichment program in Winston County, (5) a preschool program in Russell County Area #3, and (6) an individually prescribed instruction program in reading for Olds County District #2.

A reading clinic is believed to be the best approach to the problem of reading in Salem County because the clinic approach provides: (1) students who are deficient in reading skills with instructions aimed at alleviating such deficiencies, (2) selected teachers with the theory and practice necessary to teach reading successfully, and (3) a variety of instructional materials and devices for teaching reading.

D. Local Financial Inadequacy

According to the United States Census of Population for 1960, the median annual income for all families in Salem County is $3,714. The median income for Region II is $3,784 compared to $5,114 for the state.

The median annual income for the rural population over age 25 is $1,114 in Salem County. For the region, the figure is $2,277; and for the state it is $3,366.

The median annual income for the Negro population over 25 years in Salem County is $916 compared to $1,321 for Region II and $2,316 for the state.

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Thus, it can be seen that the rural Negro population, a majority in Salem County, is able to contribute little support to the schools.

Sixty-eight percent of all families in Salem County have an annual income of less than $3,000. This is 57 percent of the total annual income available to families in Region II and only 39 percent of the total annual income available to families in Franklin.

The state superintendent's Annual Report places the average per pupil expenditure for current operating expenses in Salem County at $331. The average per pupil expenditure for Region II is $336; for the state the figure is $373, and for the nation it is $564.

The total assessed evaluation of property for tax purposes amounts to $8,171,000.00 in Salem County. The average assessed evaluation of property in counties in Franklin is $21,220,000.00. Salem County's economic poverty is further illustrated by the fact that only 12 counties in Franklin have a smaller tax digest while 28 counties have fewer people.

Of the $331.00 per pupil expenditure for current operating expenses for Salem County, only $34.00 comes from local tax sources; state and federal sources account for nearly 90 percent of the school budget. The county, however, is currently undergoing reassessment of the taxable property.

In summary, Salem County's people and tax sources

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are unable to produce the revenue required to educate the county's children adequately. The people do not possess the education and training required to command better wages. The property base is neither as extensive nor is it assessed at a rate as high as is required to produce sufficient local revenue for school purposes. Without the assistance provided by federal funds, Salem County could not sustain its current educational program, much less establish a reading clinic.

TABLE 1

PERCENT OF PUPILS IN GRADE 3 ACHIEVING AT SELECTED GRADE PLACEMENT LEVELS

	Grade Placement Levels		
School	Percent at Grade Level or Above	Percent One Grade or More But Less Than Two Below GP	Percent Two Grades Below Placement
*Norman	3.0	63.0	4.0
*Barker	7.0	74.0	2.0
*Earlsboro	2.0	62.0	3.0
*Sharpsburg	3.0	31.0	0.0

*Balance of test scores not reported.

TABLE 2

PERCENT OF PUPILS IN GRADES 5 AND 7 ACHIEVING AT SELECTED GRADE PLACEMENT LEVELS

	Grade Placement Levels					
	Percent at Grade Level or Above		Percent One Grade or More But Less Than Two Below GP		Percent Two Grades Below Placement	
School	Grade 5	Grade 7	Grade 5	Grade 7	Grade 5	Grade 7
*Norman	6.0	9.0	36.0	18.0	12.0	72.0
*Barker	26.0	2.0	40.0	10.0	11.0	80.0
*Earlsboro	1.0	3.0	37.0	20.0	43.0	69.0
*Sharpsburg	0.0	0.0	34.0	19.0	58.0	69.0

* Balance of test scores not reported.

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IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, be described in detail, and include the changes anticipated from program activity. Florida and Georgia differ only in that they require that the objectives be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H. H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J. B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Education Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P. O. Box 24714, Los Angeles, California.)

4. _______, Elliot W. Eisner, Howard J. Sullivan, and Louise L. Tyler. Instructional

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IV. Objectives

The general objective of this project is to improve the reading skills of deficient readers in Salem County schools. Specifically, the objectives of the project are

Objective 1

To reduce by 25 percent the number of students in the fourth grade at Leon Elementary School who are reading below grade level.

Objective 2

To furnish each school in Salem County with a teacher who has specialized skills in the teaching of reading.

Objective 3

To develop a list of materials and equipment for use in the teaching of reading in the elementary schools in Salem County.

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Objectives. No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

5. Assistance in writing behavioral objectives may be obtained from:

   a. Southeastern Education Laboratory, Atlanta, Georgia
   b. Project IDEALS, Gainesville, Florida
   c. EPIC Evaluation Center Tucson, Arizona.

6. Engelmann, Siegfried. "Teaching Communication Skills to Disadvantaged Children," Education for the Culturally Disadvantaged, Chapter 4. Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Hot Springs, Ark.: South Central Regional Education Laboratory, 1967.

C. Ideal Statement

Statement of objectives should include elements which reflect present needs, desired changes, and, to some extent, the manner in which the objectives will be measured. The statement of objectives should include:

1. the doer
2. the overt behavior desired
3. conditions under which behavior occurs
4. performance under the conditions given

D. Critique

A reduction in the number of students reading below par is an objective which implies

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changed group behavior; it does not specify, however, the conditions under which the improvement will occur, nor is there any indication in the statement of the measure by which performance in reading is determined to be at grade level.

The second objective in no way describes the behavior (in the teaching of reading) that constitutes a minimally acceptable performance on the part of the teachers. The difficulty in writing specifications for reading teacher performance should not preclude an effort to do so, and the statement reveals that the effort has not been made. The conditions for reading teacher performance have only been implied. A more useful statement would have described the skills to be taught to reading teachers; the conditions under which the measurement of those skills would occur, i.e. group or individual teaching; and perhaps the minimally acceptable student improvement which would occur as a result of the reading teachers' training; or some other measure of the extent to which the teaching skills would be assimilated. Providing schools with teachers of reading may not mean much unless the teachers possess and use specific skills.

The third objective can be related to behavioral change (in students and teachers) only by implication. The necessity for assembling the tools for teaching reading cannot be disputed, but it might better be mentioned as an ancillary procedure rather than as an objective.

An implicit assumption in this critique is that objectives should be stated in

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behavioral terms which relate directly to the reading skills that students need.

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V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the procedures be stated sequentially. Alabama and Mississippi require in addition that the reason for selecting the procedures be stated and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule be submitted of dates and major events in the projects.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
2. Alexander, William M. A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.
3. Goodlad, John. Planning and Organization for Teaching. Washington: National Education Association, Project on Instruction, 1963.

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V. Procedures

For Objective 1

Children reading two grades or more below fourth grade level and who have the potential to learn to read will be selected to begin clinic instruction. These children will be drawn from Leon Elementary School in Vernon. Teachers' recommendations and permanent records will be used for initial screening. The intent is to select those readers with the highest potential for the initial training.

One or more of several standardized tests of reading skill will be used to diagnose the specific reading handicaps of students referred to the clinic. Diagnosis must precede training so that no efforts are wasted on reading skills in which the student is already proficient. Diagnosis-presecription is believed to be the best method for achieving the objective because it increases the probability of teaching the student a skill he needs as opposed to one he already possesses. Another justification for the selection of this method is that the reasons for poor reading vary with individuals. Unless the teacher can discover the individual's handicap, it is unlikely that significant improvement can result from his efforts.

The clinic will schedule students for daily sessions with a staff specialist. Results of the diagnosis will be used as a basis for the training.

For Objective 2

Teachers who will begin training in the reading clinic will attend a Summer Training Institute at

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4. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project, New York: Citation Press, 1969.

5. Engelmann, Siegfried. "Teaching Communication Skills to Disadvantaged Children," Education for the Culturally Disadvantaged, Chapter 4. Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Hot Springs, Ark.: South Central Regional Education Laboratory, 1967.

6. Cook, Desmond L. Program Evaluation and Review Techniques, Applications to Education. Cooperative Research Monograph No. 17. A Publication of the Bureau of Research, Washington: Government Printing Office, 1966.

C. Ideal Statement

The Procedures section should contain the sequence of activities and practices in which specified content, method, and techniques are expected to achieve the objectives previously stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in both written form and as a chart which depicts the paths of action.

D. Critique

The procedures employed to activate the project should relate directly to the objectives stated. While the procedures may not be described in the same order

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the University of Franklin during the summer of 19--. The institute is planned to provide the theoretical background for teaching reading, especially a review of research. A teacher from each school in Salem County will be selected to attend the institute. Institute participants will be chosen by their colleagues and principal and must agree to become full-time reading specialists. Prospective teachers of reading must also have demonstrated a consistent ability to relate constructively to children.

After school starts, the reading teacher candidates will be scheduled for a ten-day training period in the clinic. Substitutes will be provided from project funds to take trainees' classes during the training period. Their training will be a practical extension of the theoretical training received during the summer. Training will consist of observations while clinic staff members actually instruct students. A special observation room will be constructed with provisions for trainees to watch and listen without being seen.

Following observation, prospective reading specialists will be required to test, diagnose, and teach a retarded reader using clinic materials and facilities. All trainee activities will be carefully monitored and guided by a clinic staff member. All training of prospective reading specialists and all teaching of retarded readers will be on a one-to-one ratio. Reading specialist trainees will be certified to teach remedial reading only when the clinic staff is confident of the trainee's proficiency. Retraining will occur as needed after the initial contigent of trainees has been prepared.

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as the objectives are stated, it is helpful to the reader to relate the procedure directly to the objective for which the procedure is designed. The procedure should relate so directly to the objective that both logic and intent are apparent. It follows that the clarity with which objectives are stated determines the ease with which procedures can be designed to meet those objectives.

The Illustrative Case does a good job of keying procedures to objectives, considering the vagueness of the objectives. Little is said, however, of the consideration given to alternative procedures or to the existence of other approaches.

It is clear that both the teacher training aspect of the project and the materials center are expected to make substantial contributions to the project effort; what is not explicit is the direct linkage of that contribution to the changed behavior of poor readers. That linkage could be more clearly established were the objectives stated behaviorally.

An absence is also noted of any continuing in-service training for the maintenance of reading teacher skills.

The sequential development of the project could be displayed in diagrammatic form (PERT).

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Training local teachers is believed to be the best approach to providing reading specialists because: (1) specialists in reading are scarce, (2) local teachers are more likely to stay in Salem County, (3) local teachers already know the school system and children, and (4) local teachers have a stake in the county's progress.

For Objective 3

The reading clinic, in addition to being a training facility, will also become a center where the equipment and materials for the teaching of remedial reading are evaluated for use in Salem County. A variety of reading materials and equipment will be made available, initially for use in the clinic but ultimately for use elsewhere in Salem County. The clinic staff will develop a list of materials and a list of equipment that works with children in Salem County. The list will be used in selecting equipment and materials for the individual county schools. Materials will be judged on their ease of use, cost, availability, durability, effectiveness, appeal, and variety. The clinic staff will develop additional measures of usefulness for materials and equipment. Revisions of the list will occur as new equipment and materials are evaluated. The evaluation of equipment and materials is considered the best procedure for developing an equipment and materials center because evaluation requires the appraisal of the items of concern under actual conditions of use. The materials and equipment being used by clinic personnel will be given careful scrutiny by trainees who may eventually use them in their assigned school.

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VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require an Emphasis section. Mississippi guidelines state in Chapter I that "priority (is given) to innovative and exemplary ... programs." Alabama's Project Prospectus and Statistical Report (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements for a description in the Narrative section of how the project is innovative, exemplary, or adaptive. In the initial application both states make room for project emphasis to be indicated. Georgia makes no such provision in its Prospectus. South Carolina makes no mention of an Emphasis section in the Narrative but does require an indication in the Statistical section.

B. Suggested References

1. Applicable State Guidelines obtainable from the State Department of Education.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The Emphasis section defines and justifies the descriptor, i.e. innovative, exemplary, or adaptive, used in identifying the proposal.

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VI. Emphasis

Salem County has not, heretofore, focused on improving reading. The following description shows how the proposed program will provide vitally needed services adapted to local requirements from high quality programs.

The program will involve considerable in-service training for selected teachers in Salem County. They will be involved initially in the institute at the University of Franklin for two, three-week sessions. On their return to the local setting, they will be given an additional ten days of on-the-job training at the reading clinic. The clinic will provide these teachers with the consultant help and physical resources they need at the local level. The coordinator of the reading clinic will be continuously available; outside consultants as well as State Department of Education personnel will be called in as needed; and the Desegregation Center at the University of Franklin will provide additional consultative assistance. The Southeastern Education Laboratory will assign a professional assistant to the project, and the Argon Supplementary Education Center will make staff reading specialists available to the center.

The major objective of the project is to teach more children in a rural isolated setting to read better. As this objective is accomplished, the project will provide isolated school systems elsewhere with an example of a way in which it can be done. Successful improvement in the teaching of reading in Salem County may well provide a pattern for rural isolated school systems around the country. Southeastern Education Laboratory

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D. Critique

The Emphasis section states unequivocally that it is an adaptive project but fails to mention the sources of the features that were adapted for use in the school district. It might be noted that the project is innovative within its region.

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is committed to an evaluation of the effectiveness of the reading center and to making its more effective strategies available to schools elsewhere.

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VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) past or future planning; (2) participation of other agencies, public and private, and of school personnel; and (3) resources needed to implement the program including personnel, time, equipment, facilities, and money. Georgia and Florida require essentially the same information but specify descriptions of (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina asks simply for a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from agencies involved.

B. Suggested References

1. Applicable State Title III Guidelines.
2. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
3. "Planning and Effecting Needed Changes in Education," No. 3 of *Designing Education for the Future Series*, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

ILLUSTRATIVE CASE

VII. Planning

A. Agencies Involved

1. Mr. J. B. Albright, Superintendent of Salem County Schools, invited representatives from: the University of Franklin, Region II Supplementary Education Center, Franklin State Department of Education, and Southeastern Education Laboratory to discuss certain educational needs of Salem County. The needs were identified in a survey of six rural school systems with a majority of Negro students. Salem County was one of the six systems studied.

At the meeting, Mr. Jim Byrd represented the Region Supplementary Education Center; Mr. Elliot Chalmers, University of Franklin; and Mr. Paul Sprayberry, Southeastern Education Laboratory. The State Department of Education was unable to send a representative to the meeting.

2. Mr. Arnold Gillespie, Mr. Albright, Mr. Joseph Ellis and Mr. Edgar Evans represented the school administrative staff. Mrs. Mary Martin, Mr. Obadiah Green, Mrs. C. G. Fern and Mr. Seth White represented the classroom teachers in Salem County. Two parents of school children, Mrs. Leona Harris and Mr. R. C. Nelson, represented the education council, a lay organization in Salem County. The council's membership includes the county's health, library, and welfare departments, and the parent-teacher association.

B. Methods and Procedures

The planning group was provided with copies of the completed needs survey, better known as

CASE COMMENTARY

4. PERT Guide For Management Use, PERT Coordinating Group. Washington: Government Printing Office, June 1963.

5. Engelmann, Siegfried. "Teaching Communication Skills to Disadvantaged Children," Education for the Culturally Disadvantaged, Chapter 4. Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Hot Springs, Ark.: South Central Regional Education Laboratory, 1967.

C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships, and evaluation required to operate a project.

D. Critique

This section illustrates comprehensive treatment of the planning process but leaves some of the various components in the process with incomplete information. More should be said about the research in reading and the accouterments necessary to implement that research. A description of the salient features of the DeKalb County reading clinic (visited as part of the planning) might have been more illuminating in terms of understanding the shape of things to come in the project.

ILLUSTRATIVE CASE

A Summary Report of Six School Systems. Published by a division of the University of Miami's School of Education in 1968, the report includes a list of needs common to rural school systems with predominantly Negro populations.

Discussion followed in which the educational needs peculiar to Salem County emerged. An overwhelming majority of the planning group agreed that the major needs were preschool training and reading improvement. The superintendent then informed the group that a Title I project, which would provide a kindergarten program for the county's disadvantaged children, had already been approved and would subsequently be funded. Consensus was reached to focus on reading improvement.

The superintendent then asked Mr. Evans and Mr. Gillespie to assist representatives from the Region II Center and the Southeastern Education Laboratory in designing a program for improving reading in Salem County.

Visits were made by Mr. Gillespie and later by Mr. Ellis to the reading clinic serving DeKalb County, Georgia. ERIC files in the Southeastern Education Laboratory were read in an effort to find productive approaches. Mr. Bob Aaron, reading research specialist at the University of Georgia, was consulted along with Mr. George L. McArthur, the supervisor of reading for Franklin. Finally, a portion of the available research was examined.

C. State Agency Assistance

The State Department of Education in Franklin provided useful information on other reading improvement programs in the state. The Title III coordinator for Franklin, Mr. Carl Sessions, provided invaluable assistance in insuring that the project met the state's specifications for Title III proposals.

D. Support for Planning

Planning of the proposed program was not underwritten by an ESEA, Title III grant.

E. What the Funds Will Provide

The funding sought for this project will enable Salem County to establish a reading program in the schools of the county. The money sought will provide a director, two additional reading specialists, and an aide. It will make available the materials and equipment required to improve children's reading skills and the diagnosis for identifying the specific improvements needed.

The funds will enable the school system to pay substitute teachers while the regular teachers are training in the clinic. In addition, the funding will make possible the development of a basic reading equipment kit for equipping the elementary schools in Salem County. The money will eventually result in providing a reading teacher for every school in Salem County.

F. Phase Out of Federal Support

The basic equipment, material, and housing for the clinic will have been established by the end of the final funding period. Salaries, maintenance, expendable supplies, and utilities

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will likely be the major items of continuing costs that Salem County will want to assume. Reassessment of property promises substantial financial relief for the school system, along with the reallocation of funds other than Title III. In summary, the reduced costs of the program and the funds likely to be available from other services will permit an orderly phase out of Title III funding.

G. Related Services

There have no related activities in Salem County during the past three years. Allocation of funds for this project will insure that the project can be carried out since all the funds of this impoverished school system have been used already. The director of instruction will assure that the funds are used exclusively to establish and operate a reading clinic.

CASE COMMENTARY

VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the Narrative portion of the proposal. Both, however, require in the Planning section that the applicant show how the project will benefit children and teachers in private nonprofit schools, and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on Participation of Nonpublic School Children is expected to delineate any involvement of nonpublic school personnel and students in the project.

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VIII. Participation of Nonpublic School Children

Currently, no private schools are operating in Salem County.

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D. Critique

This section does not include enough content for criticism. It was written prior to a recent Supreme Court interpretation of the time allowable for compliance with desegregation laws. The decision, which requires almost immediate compliance, has resulted in the emergence of private schools in many areas. The legal status of such schools has yet to be determined, but there seems little doubt that for a time at least such schools will provide the only schooling available in certain areas of the South. With the states assuming complete control of Title III funds, the question of the eligibility of the more recently inaugurated private schools to receive such funds has yet to be worked out, especially if those schools were established deliberately to avoid desegregation. The prospect of Southern school systems becoming private altogether to avoid compliance raises numerous questions regarding eligibility for federal assistance.

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IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis, as well as product evaluation. In South Carolina, a description is required of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L. Program Evaluation and Review Technique, Cooperative Research Monograph No. 17, Washington: Government Printing Office, 1966.

2. Sullivan, Howard J. "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives, No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Company, pp. 65-99.

3. Applicable State Title III Guidelines.

ILLUSTRATIVE CASE

IX. Evaluation

A. Methods, Techniques, Procedures

Prior to admission to the reading clinic, each fourth grade student will be given a diagnostic test. The test administered will reveal precise reading skill deficiencies as well as a cumulative reading score. Prior to the student's release from the clinic, his reading skills will again be assessed to determine the extent of his improvement and whether he is ready to leave the clinic. A comparison of the number of students the clinic has successfully trained with the total number of fourth grade students reading below grade level will be made to establish the magnitude of reduction.

The number of teachers trained by the clinic and returned to a county elementary school will be computed. In addition, each trainee will have a training profile charted and maintained which indicates the areas of proficiency in teaching reading and the hours of instruction devoted to each area. A narrative will be included and maintained in each teacher's training record to indicate the next step in the training program. School assignments of the reading trainees will be examined to determine their distribution throughout the county.

A written evaluation of each device and each unit or set of printed materials will be filed for examination. In addition, a yearly summary of all equipment and materials used in the clinic will be compiled. The summary will include the clinic staff's recommendations for the equipment and materials to be included in a kit for each elementary school in Salem County.

CASE COMMENTARY

4. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

5. Hawkridge, D. G., P. L. Campeau and P. K. Trickett. Preparing Evaluative Reports of Educational Programs: A Guide for Authors. Palo Alto: American Institute for Research in Behavioral Sciences, 1969, pp. 39-56.

6. Popham, W. J. Educational Criteria Measures. Inglewood, Calif.: Southwest Regional Laboratory for Educational Research and Development, 1968.

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education.

D. Critique

The task of evaluation is complicated by the fact that two of the objectives (see Section IV) are stated in procedural rather than behavioral terms. Objective 1 is better stated than subsequent objectives, despite the lack of identification of the measurement devices. Objective 2 is procedural in nature. While the statement represents a secondary, albeit desirable condition, no mention

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Subsequent annual summaries will recommend appropriate revision of the contents of the kits.

In addition to the test result comparisons, a random sample of fourth grade students will be identified among those who have had the benefit of training in the clinic. The students in the sample will then be asked to read any one of several pages of material. The material will be at the fourth grade level of difficulty.

B. Instruments

A variety of tests are essential to a sound diagnostic approach to reading. Different students will exhibit different reading disabilities. To isolate and cross-check the student's disabilities, as well as to assess his progress, the following instruments will be stocked in the clinic:

1. Standard reading tests
2. Durrell's Analysis of Reading Difficulties
3. Diagnostic Reading Test. Survey section: kindergarten -- fourth grade
4. Gates' Reading Diagnostic Test
5. Pressey Diagnostic Reading Tests
6. Doren Diagnostic Reading Test of Word Recognition Difficulties
7. Learning Methods Test
8. Roswell-Chall Diagnostic Reading Test of Word Analysis Skill.

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is made of the specific skills needed to teach reading, nor is there any detailed information provided which describes the teacher behaviors that constitute specialized teaching skills. Objective 3 again is a procedural objective and clearly is ancillary to Objectives 1 and 2. The equipment needed to teach reading is essential, but it does not identify the kinds of behavior exhibited by competent readers and skilled teachers of reading.

Since no mention is made of enroute evaluation, perhaps a word is in order here. Evaluation is not necessarily limited to pre- and post-assessments. Another useful and more functional measure is known as formative evaluation and consists of periodic assessment of the project's progress towards original or refined objectives. Formative evaluation is used not only to make status assessments throughout the life of the project but to indicate alternatives to procedures, as well as direction. Summative evaluation consists typically of evaluation after the fact.

Evaluation and compilation of reading materials (as suggested in Procedures) is, in fact, a kind of formative evaluation. The assemblage and evaluation of such materials could well have been reflected in the Needs, Objectives, and Procedures sections.

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X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning in their guidelines. Florida and Georgia require the same information but devote a major section to dissemination and require that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Selected References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Offce, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association,
   1201 16th Street, N.W.
   Washington, D.C. 20036

C. Ideal Statement

Most dissemination plans fail to include strategies for measuring the success of information programs. Very often, dissemination efforts are carried out by the Project Director. This person is not always the one who

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X. Dissemination

A vital concern of the planners of this program was that of sharing the results of program activities. Deliberate efforts must be undertaken to assure effective dissemination of information if the program is to achieve the goal of wide implementation of successful practices. Therefore, dissemination of information, already recognized as a primary element of the proposal, must be undertaken in innovative ways as well as in more traditional ones.

Written reports of activities and descriptions of educational mdoels will be submitted to the Division of Instruction, Franklin State Department of Education, for distribution throughout the state. Conferences, workshops, and meetings with interested personnel will be held to disseminate information and results of the program. Information alone, however, is not an effective modifier of institutionalized behavior.

Perhaps the most effective dissemination is the person-to-person sort where a successful practitioner communicates directly with one who wants to improve.

The proposed program is intended to encourage person-to-person contact and tu provide, through the Southeastern Education Laboratory and the Rural Isolated School Project, consultative services to the 241 other rural isolated school systems.

In addition, it is believed by the planners of this project that the best and only truly effective dissemination is that which involves the replication of good practices in new situations. Thus dissemination efforts and procedures

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can devote the attention required for such efforts to be consistent, timely and successful. Careful planning, periodic evaluation, and competent persons in charge of dissemination should be specified in this section.

D. Critique

The usual channels of communication are noted in this section and generally serve to disperse information about the project. The sharing of information may take place in several ways and it may be argued that "written reports of activities and descriptions" are only a part of the dissemination process and may be the least effective aspect.

The short paragraph on person-to-person contact should be expanded to describe the physical accommodations that make such contact possible. The project has an observation room where teacher trainees can observe the clinic staff at work. Such a facility could be used for visitors to observe the program in action, and it would lend itself to the training of teachers from outside Salem County quite as readily as to those within. A systematic program of invitation and accommodation might have been instituted for involving teachers from adjacent school systems in the training sessions.

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will be directed primarily towards developing the in-service training process and programs outlined in this proposal.

CASE COMMENTARY

XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that (1) the number of personnel by position, job description, and qualifications be included along with (2) the time, the location, and conditions under which consultants will work. Both states place this information under Planning. They require resources, a description of the assistance sought, and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. salaries, length of service, percent of full-time involvement, a description of the responsibilities and the minimum acceptable qualifications for each position. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, the number of personnel needed, job descriptions, and distinction between sources of payroll funds are required.

B. Suggested References

1. Applicable State Title III Guidelines.
2. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

ILLUSTRATIVE CASE

XI. Qualifications of Professional Personnel

A. Positions to be Filled

The professional personnel needed to carry out the proposed program are as follows:

Position: Clinic Director
Degree: M.A.
Commitment: Full-time
Annual Salary $10,000.00
Source of Funds: Title III

Position: Reading Teacher
Degree: B.A.
Commitment: Full-time
Annual Salary: $7,000.00
Source of Funds: Title III

Position: Teacher Aide
Degree: Not required
Commitment: Full-time
Annual Salary: $4,200.00
Source of Funds: Local

Position: Secretary
Degree: Not required
Commitment: Full-time
Annual Salary: $3,600.00
Source of Funds: Title III

B. Administrative Personnel

The director will be responsible for planning, organizing, operating, and evaluating the clinic and its staff. He will schedule students and teachers into the clinic for training and will be a resource person in matters of reading for any school in the county. Policy matters requiring his attention will be coordinated through the county superintendent. The director must possess a Master's Degree, with not less than one year of experience in the teaching of reading. The qualifications of the present director, Mr. James Peacock, include a

CASE COMMENTARY

3. Schmidt, Warren H. Styles of Leadership, Looking into Leadership Series. Monographs in the Education Library. Washington: Leadership Resources, Inc., 1966.

C. Ideal Statement

Project objectives establish the qualifications of professional personnel.

D. Critique

The Illustrative Case adequately conveys the training and experience desired for the respective jobs as well as the monetary allocation for the positions. Not mentioned, however, are the personal qualities necessary. Staffs with all the requisite training and experience can be assembled and assigned the jobs of operating a clinic that teaches pupils how to read and teachers how to teach. There is, however, no assurance that either will occur and the qualifications enumerated cannot insure it. What is needed is commitment, flexibility, intelligence, concern, and ability. It could be that the ability to work harmoniously with people is even more important than the training or experience brought to the job. The success of a project depends at least as much on the personal qualities of the staff as on their academic credentials, and, despite a chronic shortage of people endowed with the traits for harmonious and productive work, no section on qualifications should omit references to them.

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Master's Degree from Franklin State University and experience in teaching freshman reading at that institution. Mr. James Peacock also has a year's experience teaching the sixth grade.

C. Instructional Personnel

Teachers in the clinic will have Bachelor's Degrees, will be certified by the State Department of Education and will have an appropriate experience and interest in the teaching of reading. These teachers will administer diagnostic reading tests, translate the results into teaching strategy, and apply the strategy to the child. They also will supervise the clinical training of other teachers under the guidance of the director.

At present, teachers of reading have not been definitely assigned to the project; a search is underway to locate qualified personnel. A number of teacher aides are already in the county, but as yet, none has been assigned to the reading clinic.

CASE COMMENTARY

XII. Facilities, Materials, and Equipment

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new equipment and materials for the program are to be justified. Facilities and equipment provided by other than project funds should be specified to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
3. Breivogel, W. F., A Working Paper on Resources for Learning. Prepared for Project IDEALS, Gainesville: Florida Educational Research and Development Council, June 1969.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff, where day-to-day operations occur, are recorded, supported, and enhanced.

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XII. Facilities, Materials, and Equipment

A. Facilities

A 24' by 60' portable unit will house the project and will be located adjacent to Leon Elementary School in Vernon. The unit will be partitioned to provide three cubicles (teaching stations), three offices, space for materials storage, and a reception area. In addition, an observation room will allow from three to five teachers to observe teaching sessions via a one-way mirror. The two remaining teacher stations will be acoustically treated, properly lighted, and wired for electrical equipment. A desk and chair will be provided for each office as well as a filing cabinet. Each teaching cubicle will have a small work table and two chairs. Shelving will be provided for instructional materials and equipment storage.

B. Equipment and Materials

Until now, attention has not been focused on improving reading in Salem County. Therefore, new equipment and materials are required for a systematic attack on problems of reading. Because children vary greatly in the way they learn (visually, auditorily, kinesthetically), a wide variety of materials and supplies will be required if the clinic is to be functionally adequate for teaching reading to all kinds of learners.

C. Funding

The portable unit and many of the instructional materials will be provided through Title I funds.

CASE COMMENTARY

D. Critique

The section which describes the housing of project activities is well done. However, it fails to mention that the facility should be air-conditioned and heated for year-round use, especially in view of the prospect of summer activities. More detail might likewise have been provided on the electrical equipment in the observation room. It is not clear whether the room is to be wired for closed circuit television, a very expensive feature, or for microphone pickup of teacher verbalization. In any event, wiring for sound should at least include the observation room.

Equipment and materials are lightly treated and justifiably so in view of the extensive list included in the budget. A tighter document might have been achieved had there been reference to the extensive list in the budget.

ILLUSTRATIVE CASE

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All the states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made.
2. Dates of contract (expiration date must not be later than that of Title III grant).
3. Type of contract, e.g. fixed price, cost reimbursement, cost sharing.
4. Funds to be paid under the contract.
5. Services to be provided.
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when (1) the service to be performed is neither appropriate nor within the capabilities of the project staff, and (2) it is approved by the commission.

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XIII. Subcontracting

This project involves no subcontracting.

CASE COMMENTARY

D. Critique

No critique is applicable since project involves no subcontracting.

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CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions (if special consideration is desired because of local inability to meet critical educational needs):

1. What percent of the legal maximum tax rate is the current school tax levy in your district?
2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
4. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

Alabama, Georgia, and Mississippi require additional information specifying (1) the phasing out of federal support, (2) the services and activities during the past three years that have been related to the proposed program, and (3) the assurances that federal funds will not be used to supplant funds already available. Florida's guidelines include additional questions aimed at the applicant's needs as related to national needs.

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XIV. Tax Effort

Data relative to tax effort is contained in Section II-D, Statement of Need.

CASE COMMENTARY

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press, 1968.
2. High Schools in the South, A Fact Book. Chapter 2, pp. 7-20. Nashville: Division of Surveys and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

Failure of the applicant to include a statement on tax effort implies that special consideration is not desired and further that the school district is in fact able to meet its critical educational needs. Such implications are not likely to be the case with rural isolated school systems for which this model was designed. One example of a presentation of local tax effort and ability follows:

1. Degree of Tax Effort

   a. Present tax levy is 25 mills (excluding special bond issues).

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b. (1) Property assessment in Fairfield is 45 percent of true value. (2) The average assessment for the state of Franklin is 20 percent of the true value.

c. The average per pupil expenditure for current operations in Fairfield County is $281, which is approximately 83 percent of the state average of $339.

d. The amount of nontaxable property (other than churches and hospitals) is nil.

2. Ability to Meet Critical Education Needs

a. The school district at present has no preschool program.

b. The pupil-teacher ratio for the elementary schools is 29 to 1, and for the secondary schools it is 28 to 1.

c. The total professional staff and pupil ratio for the elementary school is 28 to 1, and for the secondary schools it is 27 to 1.

d. Total enrollment for each of the last seven years is as follows:

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933
1966-67	2,925
1967-68	2,915
1968-69	2,890

No large or sudden changes in enrollment have occurred. However, average daily attendance has increased 3

ILLUSTRATIVE CASE

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percent over the past seven-year period.

e. For the present enrollment and staff, the school facilities are not overcrowded.

f. No building has been declared unsafe.

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PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Salem County Schools, Russellville, Franklin

Grant period would begin July 1, 19-- and end June 30, 19--

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip- ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100								
2 Instruction	200	$26,000	$3,600	$900	$9,859	$4,430			$44,789
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600								
7 Maintenance of Plant	700								
8 Fixed Charges	800	3,094	464						3,588
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230						1,850		1,850
14 TOTAL		$29,094	$4,064	$900	$9,859	$4,430	$1,850		$50,197

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EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
SALARIES						
Professional						
Clinic director	X		1	$10,000.00		$10,000.00
Reading teacher	X		2	8,000.00		16,000.00
Nonprofessional						
Secretary	X		1	3,600.00	Title I	3,600.00
Teacher Aide	X		1	4,200.00	4,200.00	
CONTRACTED SERVICES						
Consultants		X	12 days	75.00		900.00
MATERIALS AND SUPPLIES						
Books and supplementary reading material						4,500.00
Office supplies						400.00
Testing materials						4,000.00
Language Master blank cards			500	6.00		30.00
Language Master vocabulary cards			1 set	115.00		115.00
Language Master word picture cards			1 set	115.00		115.00
S.R.A. Reading Lab			1	50.00		50.00
Blank audio tape (1 hr. reel)			15 reels	3.50		52.50
Readers Digest Skill Builders			50	1.25		62.50
Drill cards			1 set	12.00		12.00
Drill charts			1 set	12.00		12.00
Pamphlets and file materials						100.00

Amount carried forward $39,949.00

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EXPENDITURE ACCOUNT NO. 200 Instruction

Name and Title, Purpose, or Item	Project Time	Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Expense Class					
Balance brought forward					$39,949.00
Filmstrips					250.00
Chart paper					10.00
Lettering materials					50.00
Transparency materials					100.00
TRAVEL					
Consultant travel	Estimated	5,000 mi.	.09¢		450.00
Per diem for consultants		12 days	$15.00		180.00
Travel for participating teachers (100)	200 miles ea.	20,000 mi.	.09¢	Title I $1,000.00	800.00
Substitute days for 100 participating teachers	10 days ea.	1,000 days	$12	$9,000.00	3,000.00
Local staff travel	Estimated	5,000 mi.	.09¢	450.00	

TOTAL BUDGETED AMOUNT $44,789.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 800 Fixed Charges

Name and Title, Purpose, or Item / Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
SALARIES (fringe benefits)						
Professional						
Social Security 4.4%	on total	salaries	of $26,000.00			$1,144.00
Retirement 7.5%	on total	salaries	of $26,000.00			1,950.00
Nonprofessional					Title I	
Social Security 4.4%	on total	salaries	of $7,800.00		171.60	171.60
Retirement 7.5%	on total	salaries	of $7,800.00		292.50	292.50

TOTAL BUDGETED AMOUNT $3,558.10

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 1230 Capital Outlay (Equipment Only)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
					Title I	
Teacher's desks			3	44.00	132.00	
Teacher's chairs			3	14.00	42.00	
Executive desk			1	175.00	175.00	
Secretarial desk			1	180.00	180.00	
Executive chair			1	100.00	100.00	
Secretarial chair			1	50.00	50.00	
Filing cabinets			6	72.00	432.00	
Book cases			3	50.00	150.00	
Electric typewriter			1	350.00	350.00	
Audiometer			2	700.00	700.00	700.00
Tape Recorder (Wollensak)			1	200.00		200.00
Language Master			2	250.00		500.00
Miscellaneous office equipment (trash baskets, desk accessories, and coat racks)						50.00
Student side chairs			9	20.00	180.00	
One-way observation mirror (installed)			1	150.00		150.00
Unidictional microphone (installed)			1	100.00		100.00
Amplifier (within cubicle installed)			1	150.00		150.00

TOTAL BUDGETED AMOUNT $1,850.00

ASSURANCES

ILLUSTRATIVE CASE

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. [The assurance of compliance (HEW 441) or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application];

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant,

and otherwise to act as the authorized representative of the applicant in connection with this application. [Attach copy of authorizing document(s).]

I, J. B. Albright, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 1, 1970

SALEM COUNTY SCHOOL DISTRICT
(Legal name of applicant)

BY: J B Albright
(Signature of authorized representative)

Superintendent of Schools
(Representative's Title)

NOTARY PUBLIC: Subscribed to before me this

1st day of March, 1970, Russellville, Franklin
(City) (State)

SIGNATURE OF NOTARY PUBLIC: Andrew Ledham

My Commission expires at the pleasure of the Governor.

LISTS OF MATERIALS

ILLUSTRATIVE CASE

LANGUAGE MATERIALS

Quantity	Item	Unit Price
1	Sound Blending & Beginning Phonetic Skills	$35.00
1 set	FRONTIERS OF AMERICA BOOKS (19 in set) Children's Press, Inc.	1.88
	LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS California Test Bureau 206 Bridge Street New Cumberland, Pennsylvania	
30	Reference Skills, Series C-D	1.00
30	Reference Skills, Series E-F	1.00
5	Following Directions, Series C-D	1.00
5	Following Directions, Series E-F	1.00
5	Interpretations I, Series E-F	1.00
5	Interpretations II, Series C-D	1.00
35	California Test Booklets	1.00
3	Examiner's Record Booklets	8.75
3	Manuals	.25
1 ea.	PEABODY VOCABULARY TEST American Guidance Service 720 Washington Avenue SE Minneapolis, Minnesota 55414	
	Complete Test Kits, Regular Edition	10.00
	Complete Test Kits, Special Edition	15.00
	Package of 50 Form A Individual Response	3.00
	Package of 50 Form B Individual Response	3.00
1 ea.	FLASH-X, All metal with manual Educational Development Laboratories Huntington, New York	
	Accuracy Progress Chart I-253	.75
	X-0 Blanks	3.60
	X-1 Readiness Pictures	3.60
	X-2 Primary Recognition	3.60
	X-3 Basic Accuracy Numbers	3.60
	X-4 Basic Accuracy Letters	3.60
	X-5 Sight Vocabulary - Grade 1	3.60
	X-6 Sight Vocabulary - Grade 2	3.60
	X-10 Sight Vocabulary - Grade 3	3.60
	X-9 Sight Vocabulary - Advanced Test	3.60
	X-27	1.60
	X-28	1.60
	X-30	1.60
	X-31	1.60
	X-32	1.60
	X-33	1.60
	X-50	1.60

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
3 ea.	DURRELL ANALYSIS OF READING DIFFICULTY KITS	
	Examiner Kits	$5.67
	Record Blanks	5.15
	Manuals	.62
	Reading Paragraphs	2.47
1	REMEDIAL TRAINING for Children with Specific Disability in Reading, Spelling, and Penmanship (cloth bound) #200,201 Educators Publishing Service 301 Vassar Street Cambridge, Massachusetts 02139	12.50
3	Phonetic Drill Cards - #202, #203	1.50
3	Phonetic Word Cards - #206	7.00
3	Syllable Concept - #207	1.50
3	Little Stories - #210	3.00
3	Introduction on Diphthongs - #211	5.00
3	Teacher's Manuals for screening test	1.00
3	Screening Test - Gr. 1 & Beginning Gr. 2	2.40
3	Cards & Charts - Gr. 1 & Beginning Gr. 2	2.00
3	Screening Test - Gr. 2 & Beginning Gr. 3	2.40
3	Cards & Charts - Gr. 2 & Beginning Gr. 3	2.00
3	Screening Tests - Gr. 3 & 4	2.40
3	Cards & Charts - Gr. 3 & 4	2.40
1	ROYAL ROAD READERS set Educators Publishing Service	
1	Main Course - 250-263	11.04
3	Teachers Book - 273	.90
1	Supplementaries 264, 267, 265, 266, 270	5.25
1	Apparatus Set - 277	5.40
1	Learning the Letters Illustrated	1.50
1 ea.	PHONETIC READER SERIES - Illustrated Educators Publishing Service 301 Vassar Street Cambridge, Massachusetts 02139	2.00
	A First Course in Phonic Reading 124, 123	1.40
	A Second Course in Phonic Reading 126, 123	1.80
	A Second Course in Phonic Reading 131, 130	1.40
	Magic Squares - 114, 113	1.55
	Sound Phonics - 107, 110, 112, 111	6.25
	A Vocabulary Builder, - Book 1 1, 11, 2, 12, 3, 13, 4, 14, 5, 15, 6, 16, 7, 17 142, 143, 144, 145.	15.00
1 set	Classroom Set, WORDS IN COLOR, complete unit for 20 pupils Encyclopedia Britannica	110.00

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 set	FROSTIG PROGRAM - Complete Follett Publishing Company	$96.00
1 ea.	Frostig Test - Set of 100	41.06
	Test Scoring Manuals	3.00
	Test Scoring Keys	.54
	Test Demonstration Cards	1.60
	Teacher's Guides	3.30
1 ea.	GARRARD LANGUAGE SERIES Garrard Publishing Company	
	Picture Readiness Game	1.25
	Who Gets It?	.75
	Readiness for Reading	1.00
	Match Games - Sets One and Two	1.00
	Happy Bears Word Game	.60
	Picture Word Cards	1.00
	Popper Words, Set 1 for 1st grade	1.00
	Popper Words, Set 2 for 2nd grade	1.00
	Basic Sight Cards	1.10
	Group Word Teaching Game	1.59
	Sight Phrase Cards	1.00
	Group-Size Popper Words, Set 1	2.00
	Group-Size Vowel Cards	2.00
	Consonant Lotto	1.98
	What the Letters Say	1.98
	Vowel Lotto	1.98
	Take	1.98
	Syllable Game	2.10
	Group Sounding Game	2.10
	Know Your States	2.50
	Read and Say Verb Games	1.50
1	YOUNG OWL BOOKS, set of 40 books Holt, Rinehart & Winston	87.93
1	LITTLE OWL BOOKS, set of 40 books Holt, Rinehart & Winston	74.60
1	WISE OWL BOOKS, set of 20 books Holt, Rinehart, & Winston	46.60
3	IOWA TEST SKILLS, 9-65949-Form 4 SGL 111 000 Houghton-Mifflin Company	.87
3	Scoring Keys - hand scoring	
	9-66935 Iowa: Key 3-5 W Fm 5 (Sgl)	.78
	9-66939 Iowa: Key 6-9 W Fm (Sgl)	.78
3	9-62500 - Harrison-Stroud Reading Readiness Packages (35)	4.37
3	9-77299 - Teachers' Manuals	.31
3	9-77301 - Letter Cards	.09
3	9-74005 - Stroud-Hieronymus Primary Reading Profiles - Level 1 (35)	3.90

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
	IOWA TEST SKILLS, Continued	
3	Scoring Keys - Level 1 - 9-77490	$ .62
3	Teacher's Manuals, Level 1 - 9-77495	.19
3 ea.	GILMORE ORAL READING TEST sets	
	Harcourt, Brace and World	
	Manual of Directions	.60
	Record Blank, Form B (35)	3.60
	Reading Paragraph	2.40
1 ea.	WORD ANALYSIS PRACTICE	
	Durrell, Murphy, Spencer & Catterson	
	Harcourt, Brace and World	
	Level A	2.40
	Level B	2.40
	Level C	2.40
1 ea.	SPEECH-TO-PRINT Program	18.00
	Harcourt, Brace and World	
1 ea.	PUBLICATIONS of the International Reading Association - set of 11	
	Box 695; Newark, Delaware 19711	
	American Reading Instruction	4.95
	Perspectives in Reading	2.50
	Reading Aids	2.70
	Convention Proceedings	3.00
	Reading Research Quarterly	10.00
	Invitational Addresses	1.25
	Preconventional Institute Papers	1.25
	Children and Oral Language	1.00
	Annotated Bibliographies	2.80
	The Reading Teacher	6.00
	The Journal of Reading	6.00
1 ea.	READING FOR MEANING - Guiller and Coleman	
	Lippincott, Inc.	
	Book 4 - New Edition	.72
	Book 5 - New Edition	.72
	Book 6 - New Edition	.72
	Teacher's Manual for Books 4, 5, 6	.45
1 ea.	PHONICS WE USE	
	Book A	.49
	Book B	.49
	Book C	.56
	Book D	.56
	Book E	.62
	Book F	.62

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
	PHONICS WE USE, Continued	
1 ea.	Book A - Teacher's Edition	$ .49
	Book B - Teacher's Edition	.49
	Book C - Teacher's Edition	.56
	Book D - Teacher's Edition	.56
	Book E - Teacher's Edition	.62
	Book F - Teacher's Edition	.62
1 ea.	TIME FOR PHONICS Webster Division McGraw-Hill Book Company - Set of 4 with Teacher's Editions	
	Book R (Kg.) Pupil's Edition - 55844	.68
	Teacher's Edition - 55851	.68
	Book A (Gr. 1) Pupil's Edition - 55845	.81
	Teacher's Edition - 55848	.81
	Book B (Gr. 2) Pupil's Edition - 55846	.93
	Teacher's Edition - 55849	.93
	Book C (Gr. 3) Pupil's Edition - 55847	.93
	Teacher's Edition - 55850	.93
	Flash Cards - Set I --96069	4.75
	Flash Cards - Set II	3.56
	Flash Cards - Set III	4.90
	Work Books, 2nd Edition:	
	Let's See - 61705	.54
	Eye and Ear Fun Book 1 - 61701	.60
	Eye and Ear Fun Book 2 - 61702	.60
	Eye and Ear Fun Book 3 - 61703	.60
	Eye and Ear Fun Book 4 - 61704	.60
	What They Say Cards - 55843	2.95
	(5) Word Analysis Charts and Manual 33728	6.75
	New Webster Word Wheels - 33728	14.75
1 set	READ FOR FUN SERIES - 1961 Titles (10) Webster Division McGraw-Hill Book Company	6.00
1 set	READ FOR FUN SERIES - 1964 Titles (10) Webster Division McGraw-Hill Book Company	7.73
1 kit	CLASSROOM READING CLINIC Webster Division McGraw-Hill Book Company Kit 10 - 11260	50.75

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 ea.	THE MAGIC WORLD OF DR. SPELLO - Webster	
	Pupil's Text-Workbook	$ .72
	Teacher's Ed. - Pupil's Text	.72
1 ea.	WEBSTER SCIENCE LIBRARY	
	Set # 12	7.42
	Beginning Science Series, Set of 12	7.42
	Classroom Science Library, Set of 24	14.84
1 ea.	New Practice Reader - Webster	
	Books A, B, C, D, E, E, G	.81
1 ea.	SPECTRUM OF SKILL BOOKLETS, set of 18	12.96
	Macmillan Company	
	Teacher's Guide	1.50
1 ea.	WORLDS OF WONDER	
	Macmillan Company	2.12
1 ea.	CHARLES E. MERRILL LANGUAGE SERIES - Complete	
	Charles E. Merrill Books	
	Going Places in Reading Readiness, 1964	.71
	Bibs - Gr. 1	.71
	Nicky - Gr. 2	.71
	Uncle Funny Bunny - Gr. 3	.71
	Uncle Ben - Gr. 4	.71
	Tom Trott - Gr. 5	.71
	Pat, the Pilot - Gr. 6	.71
	Teacher's Manuals for Grades 1-6	.71
	Answer Keys for Grades 1-6	n/c
	Building Reading Power Kit	30.85
	Extra Response Sheets	3.10
	Teacher's Manuals - Building Reading Power Kit	.55
	Mother Goose - Readiness - Gr. 1	.50
	Nip the Bear - Gr. 1	.50
	Red, Deer, The Indian Boy - Gr. 2	.50
	Scottie and His Friends - Gr. 3	.50
	Adventure Trails - Gr. 4	.50
	Exploring Today - Gr. 5	.50
	Looking Ahead - Gr. 6	.50
	Answer Keys	n/c
	New Phonics Skilltexts - Book A	.59
	Book B	.59
	Teacher's Edition for Books A and B	.59
	New Phonics Skilltexts - Book C	.71
	Book D	.71
	Teacher's Edition for Books C and D	.71
	Stand Up! Sound Off!	2.35
	Speed Up! Set I and II	2.35

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 set	HOW AND WHY WONDER BOOKS - Special all 54 Titles - Charles E. Merrill Books	$59.20
1 ea.	BE A BETTER READER (set of 6) Prentice Hall, Inc.	
	Book 1	1.41
	Book 2	1.41
	Book 3	1.41
	Book 4	1.41
	Book 5	1.41
	Book 6	1.56
1 ea.	PHONOVISUAL READINESS BOOKS Phonovisual Products, Inc.; Box 5625 Washington, D. C. 20016	
	Kgtn. - Grade 1	.98
	Transition Books - Kgtn. - Grade 1	.69
	Game Book (1960)	1.01
	Consonant Workbooks	.50
	Vowel Workbooks	.50
	Units for Classroom Use: Method Book, Consonant and Vowel wall charts	10.00
	Books: "Sounds the Letters Make"	2.75
	Skill Builders	.60
	Junior Phonic Rummy	1.50
	Phonic Rummy Games - Set A	1.50
	Set B	1.50
	Set C	1.50
	Set D	1.50
1 ea.	READER'S DIGEST READING SKILL BUILDERS Reader's Digest Services Educational Division Pleasantville, New York	
	Level 2	.51
	Level 3	.51
	Level 4	.51
	Level 5	.51
	Level 6	.51
	Series I, II, III - Adult Readers	.20
	Reading Skill Builders - Grade Levels 1-8	.60
	Teacher's Manuals	.60
1 ea.	SRA READING LABORATORY	
	lla (3-1500)	55.50
	Student Record Books for lla	.43
	llla (3-3900) 1964 ed.	59.50
	Student Record Books for llla	.50

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1	McCALL - CRABBS Standard Test Lessons in Reading Teachers College Press	$ 2.50
1 set	LET'S FIND OUT BOOKS - (25 volumes) Franklin Watts, Inc.	47.00
1 doz.	8 1/2" x 11" clear plastic page covers with ring holes punched	1.42
1 doz.	Crimson China Markers	.75
1 ea.	WORLD ADVENTURE SERIES Benefic Press	
	Scared Well of Sacrifice	1.60
	Search for Piranha	1.60
	Lost Uranium Mine	1.60
	Flight to the South Pole	1.60
	Hunting Grizzly Bears	1.60
	Fire on the Mountain	1.60
	City Beneath the Sea	1.60
	Viking Treasure	1.60
1 ea.	TOMMY O'TOOLE BOOKS - 1 set of 3 Benefic Press	
	Tommy O'Toole at the Fair	1.96
	Tommy O'Toole and the Forest Fire	1.96
	Tommy O'Toole and Larry	1.96
1 ea.	BUTTERNUT BILL SERIES - 1 set of 6 Benefic Press	
	Butternut Bill	1.68
	Butternut Bill and the Bee Tree	1.68
	Butternut Bill and the Big Catfish	1.68
	Butternut and the Bear	1.80
	Butternut and the Little River	1.80
	Butternut and the Big Pumpkin	1.80
1 ea.	ANIMAL ADVENTURE BOOKS Benefic Press	
	Becky, the Rabbit	1.60
	Squeaky, the Squirrel	1.60
	Skippy, the Skunk	1.60
	Sandy, the Swallow	1.60
	Sally, the Screech Owl	1.60
	Pudgy, the Beaver	1.60
	Record to accompany animal books	10.95

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 ea.	SPACE AGE BOOKS	
	Benefic Press	
	Peter, the Rocket Sitter	$ 2.20
	Peter and the Rocket Fishing Trip	2.20
	Peter and the Rocket Team	2.20
	Peter and the Unlucky Rocket	2.20
	Peter and the Big Balloon	2.20
	Peter and the Rocket Ship	2.20
	Peter and the Two-Hour Moon	2.20
	Peter and the Moon Trip	2.20
1 ea.	THE HOW SERIES (Complete Set)	
	Benefic Press	
	How We Get Our Mail	1.80
	How Doctors Help Us	1.44
	How Hospitals Help Us	1.80
	How Families Live Together	1.80
	How We Celebrate Spring Holidays	1.44
	How Weather Affects Us	1.80
	How We Get Our Clothing	1.80
	How Airplanes Help Us	1.80
	How We Celebrate Our Fall Holidays	1.44
	How We Travel on Water	1.80
	How We Get Our Dairy Foods	1.44
	How Foods Are Preserved	1.44
	How Communication Helps Us	1.44
	How We Travel on Land	1.80
	How We Get Our Cloth	1.80
	How We Get Our Shelter	1.80
	How People Live in the Big City	1.80
	How Schools Help Us	1.80
	How Printing Helps us	1.44
1 ea.	BASIC CONCEPTS SERIES - (Complete Set)	
	Benefic Press	
	How Maps and Globes Help Us	2.24
	How Charts and Drawings Help Us	2.24
	How People Live in Canada	1.79
	How People Live in Africa	1.79
	How People Live in Japan	1.79
	How People Live in Central America	1.79
	How Money and Credit Help Us	2.24
	How Reference Resources Help Us	2.24
	How People Lived in Ancient Greece and Rome	2.24
	How People Lived in the Middle Ages	2.24
	How the New World Was Discovered	2.24
	How Schools Aid Democracy	2.24
	How Documents Preserve Freedom	2.24
	How Our Government Began	2.24
	How Man Began	2.24
	How the American Economic System Functions	2.24
	How Immigrants Contribute to Our Culture	2.24
	How People Live in the Middle East	2.24

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 ea.	THE MOONBEAM SERIES	
	Benefic Press	$ 1.80
	Moonbeam Is Caught	1.96
	Moonbeam at the Rocket Port	1.96
	Moonbeam and the Rocket Ride	1.96
	Moonbeam and Dan Starr	1.96
	Moonbeam Finds a Moon Stone	1.96
1 ea.	EASY-TO-READ BOOKS	
	Benefic Press	
	Pretty Bird	1.68
	Surprise Egg	1.68
	Pony Ring	1.80
	Big Top	1.80
	Monkey Island	1.80
	Poker Dog	1.80
1 ea.	OUR NATIVE AMERICAN BOOKS SERIES	
	Benefic Press	
	Taka and His Dog	1.80
	Kala's Pet	1.80
	Juanito Makes a Drum	1.80
	Tall Boy and the Coyote	1.80
	Little Cedar's Tooth	1.80
	Buffalo Boy	2.24
	Little Wolf and the Thunder Stick	2.24
	Young Hawk	2.24
1 ea.	COWBOY SAM SERIES	
	Benefic Press	
	Cowboy Sam	1.44
	Cowboy Sam and Big Bill	1.35
	Cowboy Sam and Dandy	1.35
	Cowboy Sam and Flop	1.44
	Cowboy Sam and Freckles	1.35
	Cowboy Sam and Freddy	1.44
	Cowboy Sam and Miss Lily	1.44
	Cowboy Sam and Porky	1.44
	Cowboy Sam and Sally	1.57
	Cowboy Sam and Shorty	1.44
	Cowboy Sam and the Airplane	1.78
	Cowboy Sam and the Fair	1.57
	Cowboy Sam and the Indians	1.57
	Cowboy Sam and the Rustlers	1.78
	Cowboy Sam and the Rodeo	1.57
	Cowboy Sam - Teacher's Manual	1.00
	Workbook for Cowboy Sam and Porky (P)	.40
	Workbook for Cowboy Sam and Shorty (1)	.40
	Workbook for Cowboy Sam and the Fair (2)	.40
	Workbook for Cowboy Sam and the Indians (3)	.40

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 ea.	SAILOR JACK SERIES Benefic Press	
	Sailor Jack and Homer Pots	$ 1.44
	Sailor Jack and Eddy	1.44
	Sailor Jack and Bluebell's Dive	1.57
	Sailor Jack	1.44
	Sailor Jack and Bluebell	1.57
	Sailor Jack and the Jet Plane	1.57
	Sailor Jack and the Ball Game	1.57
	Sailor Jack's New Friend	1.57
	Sailor Jack and the Target Ship	1.70
	Sailor Jack Goes North	1.70
1 set	WHAT IS IT SERIES - 40 Titles @ Benefic Press	1.80

Primary Level

What Is a Plant
What Is a Season
What Is a Simple Machine
What Is a Turtle
What Is a Bird
What Is a Chicken
What Is the Earth
What Is a Fish
What Is a Butterfly
What Is a Cow
What Is a Frog
What Is a Tree

Grades 4-8

What Is Air
What Is an Atom
What Is a Bee
What Is a Cell
What Is Sound
What Is Space
What Is Water
What is a Star
What Is a Dinosaur
What Is Chemistry
What Is Electricity
What Is Electronic Communication
What Is Energy
What Is Gravity
What Is Heat
What Is a Human
What Is an Insect
What Is Light
What Is a Machine
What Is a Magnet
What Is Matter
What Is a Reptile
What Is a Rock
What Is a Rocket
What Is a Rodent
What Is Soil
What Is a Solar System
What Is Weather

Quantity	Item	Unit Price
1 ea.	DAN FRONTIER SERIES Benefic Press	
	Dan Frontier	1.57
	Dan Frontier and the New House	1.57
	Dan Frontier and the Big Cat	1.76
	Dan Frontier Goes Hunting	1.76
	Dan Frontier, Trapper	1.86
	Dan Frontier With the Indians	1.86
	Dan Frontier and the Wagon Train	1.92
	Dan Frontier Scouts with the Army	1.92

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
	DAN FRONTIER SERIES, Continued	
	Dan Frontier, Sheriff	$ 1.92
	Dan Frontier Goes Exploring	1.92
	Dan Frontier Goes to Congress	2.08
	Teacher's Manual	2.08
1 ea.	BUTTON FAMILY ADVENTURES SERIES - set of 12 Benefic Press	
	The Buttons at the Zoo	1.35
	The Buttons See Things That Go	1.35
	Becky Button	1.35
	The Buttons and the Whirlybird	1.35
	The Buttons Take a Boat Ride	1.44
	The Buttons and the Pet Parade	1.44
	The Buttons and Mr. Pete	1.44
	The Buttons at the Farm	1.44
	The Buttons and the Boy Scouts	1.70
	The Buttons Go Camping	1.70
	The Buttons and the Little League	1.70
	The Buttons and the Soap Box Derby	1.70
	Teacher's Manual	1.00
1 set	THE TRUE BOOKS SERIES Children's Press, Inc.	
	Complete set of 64 books	96.00
1 set	I WANT TO BE BOOKS Children's Press, Inc.	
	Complete set of 36 books	54.00
1 ea.	BEGINNING TO READ SERIES Follett Publishing Company	
	51 volumes @	1.38
	The Animal Hat Shop	
	Barefoot Boy	
	Beginning to Read Poetry	
	Benny and the Bear	
	Beginning to Read Riddles and Jokes	
	Big Bad Bear	
	Bing, Bang Pig	
	Big Bug, Little Bug	
	Big New School	
	The Boy Who Would Not Say His Name	
	The Curious Cow	
	Danny's Glider Ride	
	A Day on Big O	
	The Dog Who Came to Dinner	
	The Elf in the Singing Tree	
	Follett Beginning to Read Picture Dictionary	

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Quantity	Item	Unit Price
	BEGINNING TO READ SERIES, Continued	
	The Four Friends	
	Gertie the Duck	
	Grandmother Dear	
	Have You Seen My Brother	
	Henry	
	The Hill That Grew	
	The Hole in the Hill	
	In John's Back Yard	
	Jiffy	
	Miss Boo and Mr. Roo	
	Linda's Air Mail Letter	
	Little Quack	
	The Little Red Hen	
	Mabel and the Whale	
	Miss Hattie and the Monkey	
	Mr. Barney's Beard	
	Kittens and More Kittens	
	My Own Little House	
	Nobody Listens to Andrew	
	The O'Learys and Friends	
	The No Bark Dog	
	One Day Everything Went Wrong	
	Pearl Goes to School	
	Peter's Policeman	
	The Roly Poly Cookie	
	Sad Mrs. Sam Sack	
	Sparky's Fireman	
	Shoes for Angela	
	Something New at the Zoo	
	The Splendid Belt of Mr. Big	
	Too Many Dogs	
	A Uniform for Harry	
	The Wee Little Man	
	Who Will Milk My Cow?	
1 set	DISCOVERY BOOKS SERIES (48 titles) Garrard Publishing Company 1607 N. Market St. Champaign, Illinois 61820	$95.04
1 set	FOLKLORE OF THE WORLD BOOK SERIES (12 titles) Garrard Publishing Company	29.88
1 ea.	THE MORGAN BAY MYSTERY SERIES Harr Wagner Publishing Company	
	The Mystery of Morgan Castle	2.20
	The Mystery of the Marble Angel	2.20
	The Mystery of the Midnight Visitor	2.20
	The Mystery of the Missing Marlin	2.20
	The Mystery of the Musical Ghost	2.40

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Quantity	Item	Unit Price
	THE MORGAN BAY MYSTERY SERIES, Continued	
	The Mystery of Monk's Island	$ 2.40
	The Mystery of the Myrimidon's Journey	2.40
	The Mystey of the Marauder's Gold	2.40
	Teacher's Manual	1.00
1 ea.	THE DEEP-SEA ADVENTURE SERIES - set of 8 titles	
	Harr Wagner Publishing Company	
	The Sea Hunt	2.00
	Treasure Under the Sea	2.00
	Submarine Rescue	2.00
	The Pearl Divers	2.20
	Frogmen in Action	2.20
	Danger Below	2.20
	Whale Hunt	2.20
	Rocket Divers	2.20
	Teacher's Manual	1.00
ea.	THE JIM FOREST READERS	
	Harr Wagner Publishing Company	
	Jim Forest and Ranger Don	2.00
	Practice Book for Jim Forest and Ranger Don	.44
	Jim Forest and the Bandits	2.12
	Practice Book for Jim Forest and the Bandits	.44
	Jim Forest and the Mystery Hunter	2.20
	Jim Forest and Dead Man's Peak	2.20
	Jim Forest and the Flood	2.20
	Jim Forest and Lone Wolf Gulch	2.20
	Teacher's Manual	1.00
1 ea.	WILDLIFE ADVENTURE SERIES	
	Harr Wagner Publishing Company	
	Gatie the Alligator	2.20
	Sleeky the Otter	2.20
	Skipper the Dolphin	2.20
	Tawny the Mountain Lion	2.20
	Teacher's Manual	.60
1 ea.	THE TIME MACHINE SERIES	
	Harr Wagner Publishing Co.	
	Leonard Visits Space	1.92
	Leonard Visits the Ocean Floor	1.92
	Leonard Discovers America	1.92
	Record for each	1.80
	Teacher's Manual	1.00

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Quantity	Item	Unit Price
1 ea.	HARPER & ROW PUBLICATIONS	
	From Actors to Astronauts	$2.28
	From Bicyles to Boomerangs	2.22
	Codes to Captains	2.28
	Coins to Kings	2.28
	Elephants to Eskimos	1.80
	Fins to Feathers	1.89
1 set	AMERICAN ADVENTURE SERIES	
	Harper & Row Publishers	
	21 titles @	2.02
	Level A (Second Reader Level)	
	Portugee Phillips	
	Comanche and His Captain	
	Friday, The Arapaho Indian	
	Squanto and the Pilgrims	
	Level B (Third Reader Level)	
	Pilot Jack Knight	
	Alec Majors	
	Chief Black Hawk	
	Level C (Fourth Reader Level)	
	Grant Marsh--Steamboat Captain	
	Dan Morgan--Rifleman	
	Cowboys and Cattle Trails	
	Kit Carson	
	Alaska Bush Pilot	
	Level D (Fifth Reader Level)	
	Sabre Jet Act	
	Buffalo Bill	
	Wild Bill Hickock	
	Davy Crockett	
	Rocket Pioneer	
	Level E (Sixth Reader Level)	
	Daniel Boone	
	Fur Trappers of the Old West	
	The Rush for Gold	
	John Paul Jones	
1 ea.	READING CARAVAN SERIES	
	D. C. Heath and Company	
	Peppermint Fence	1.58
	Teacher's Edition	1.58
	Sky Blue	1.75
	Teacher's Edition	1.75
	Star Bright	1.87
	Teacher's Edition	1.87
	Meadow Green	2.10
	Teacher's Edition	2.10
	Peacock Lane	2.22
	Teacher's Edition	2.22
	Silver Web	2.28
	Teacher's Edition	2.28

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Quantity	Item	Unit Price
1 ea.	READING CARAVAN SERIES, Continued	
	Treasure Gold	$ 2.34
	Teacher's Edition	2.34
1 set	TEEN-AGE TALES SERIES	
	D. C. Heath & Company	
	9 volumes @	2.28
	Book A	
	Book B	
	Book C	
	Book One, 2nd Edition	
	Book Two, 2nd Edition	
	Book Three, 2nd Edition	
	Book Four, 2nd Edition	
	Book Five, 2nd Edition	
	Book Six, 2nd Edition	
1 ea.	STORIES FOR TEEN-AGERS	
	Globe Book Company	
	Book A	2.17
	Book B	2.17
	Book C	2.17
1 ea.	THE EVERYREADER SERIES	
	Webster Division	
	McGraw Hill Company	
	20 volumes @	1.24
	Robin Hood Stories	
	Cases of Sherlock Holmes	
	Ivanhoe	
	A Tale of Two Cities	
	Simon Bolivar	
	Flamingo Feather	
	Men of Iron	
	Count of Monte Cristo	
	Juarez, Hero of Mexico	
	To Have and to Hold	
	King Arthur and His Knights	
	The Trojan War	
	Greek and Roman Myths	
	Wild Animals I Have Known	
	Call of the Wild	
	Indian Paint	
	Bob, Son of Battle	
	On Jungle Trails	
	Ben Hur	
	The Gold Bug and Other Stories	

ILLUSTRATIVE CASE

Quantity	Item	Unit Price
1 ea.	BEGINNER BOOK SERIES Random House, Inc.	
	How to Make Flibbers, etc.	$ 2.19
	Book of Laughs	2.19
	Book of Riddles	2.19
	Cowboy Andy	2.19
	Are You My Mother	2.19
	Go, Dog, Go	2.19
	San and the Firefly	2.19
	The Big Jump and Other Stories	2.19
	The King's Wish and Other Stories	2.19
	Little Black, A Pony	2.19
	Little Black Goes to the Circus	2.19
	You Will Go to the Moon	2.19
	Robert the Rose Horse	2.19
	A Big Ball of String	2.19
	Ten Apples Up on Top	2.19
	Put Me in the Zoo	2.19
	A Fly Went By	2.19
	Stop That Ball	2.19
	Snow	2.19
	Do You Know What I am Going to Do Next Saturday	2.19
	A Fish Out of Water	2.19
	I Was Kissed by a Seal at the Zoo	2.19
	Ann Can Fly	2.19
	The Whales Go By	2.19
	The Cat in the Hat	2.19
	The Cat in the Hat Comes Back	2.19
	Dr. Suess' ABC Book	2.19
	Green Eggs and Ham	2.19
	Hop on Pop	2.19
	One Fish, Two Fish, Red Fish, Blue Fish	2.19
	Look Out for Pirates	2.19
	How the Grinch Stole Christmas	3.07
	The Bike Lesson	2.19
	The Snake That Went to School	2.19
	Katie and the Sad Noise	2.19
	The Runaway Flea Circus	2.19
	Found: One Orange-Brown Horse	2.19
	Till Potatoes Grow on Trees	2.19
	The Topsy Turvy Family	2.19
	Don and the Book Bus	2.19
	Muggsy	2.19
	Great Gravity the Cat	2.19
	Riley Goes to Obedience School	2.19
	Skipper Riley, The Terrier Sea Dog	2.19
	No Room for a Dog	2.19
	Mr. Twitmeyer and the Poodle	2.19
	The Terrible Mr. Twitmeyer	2.19

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Quantity	Item	Unit Price
	BEGINNER BOOKS SERIES, Continued	
	Old Rosie the Horse Nobody Understood	$ 2.19
	Heedless Susan	2.19
	Everything Happens to Stuey	2.19
	Champ: Gallant Collie	2.19
	Adventure at Clack Rock Cave	2.19
	Dr. Suess' Sleep Book	3.07
	Horton Hatches the Egg	3.07
	Horton Hears a Who	3.07
	If I Ran the Circus	3.07
	If I Ran the Zoo	3.07
	Bartholomew and the Oobleck	3.07
	Happy Birthday to You	3.07
	Yertle the Turtle	3.07
	McElligot's Pool	3.07
	I Had Trouble in Getting to Solla Sollew	3.07
1 ea.	STEP-UP BOOKS Random House	
	Meet John F. Kennedy	2.29
	Meet the North American Indians	2.29
	Meet George Washington	2.29
	Meet Abraham Lincoln	2.29
1 ea.	LANDMARK SERIES Random House	
	Reading Level 5	2.28
	Reading Level 6	2.28
	Reading Level 7	2.28
	Reading Level 8	2.28

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LANGUAGE EQUIPMENT

Quantity	Item	Unit Price	Total
1	Portable Language Master 711B	$250.00	$250.00
1	Percepta-Matic - Tachistoscopic training instrument and programs	365.00	365.00
1	Norelco Portable Tape Recorder (150)	76.00	76.00
1 ea.	EDL Controlled Reader, Junior (with case) Educational Development Laboratory Huntington, New York	202.50	
	EDL Controlled Reader (with case)	275.00	
	EDL Study Skills Library		
	Level 4	10.50	
	Level 7	10.50	
	Level 9	10.50	
	4C Filmsets	45.00	
	4D Filmsets	55.00	
	4E Filmsets	90.00	
	4F Filmsets	90.00	
			$789.00
1	Model RS 200 Responser with 2 headsets W. J. Reinhards 2127 Mango Place Jacksonville, Florida 32207	292.00	$292.00
			$1772.00

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the *PACE Manual* and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct title and form for presenting bibliographical entries.

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CASE COMMENTARY

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Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

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